DOCUMENT RESUME

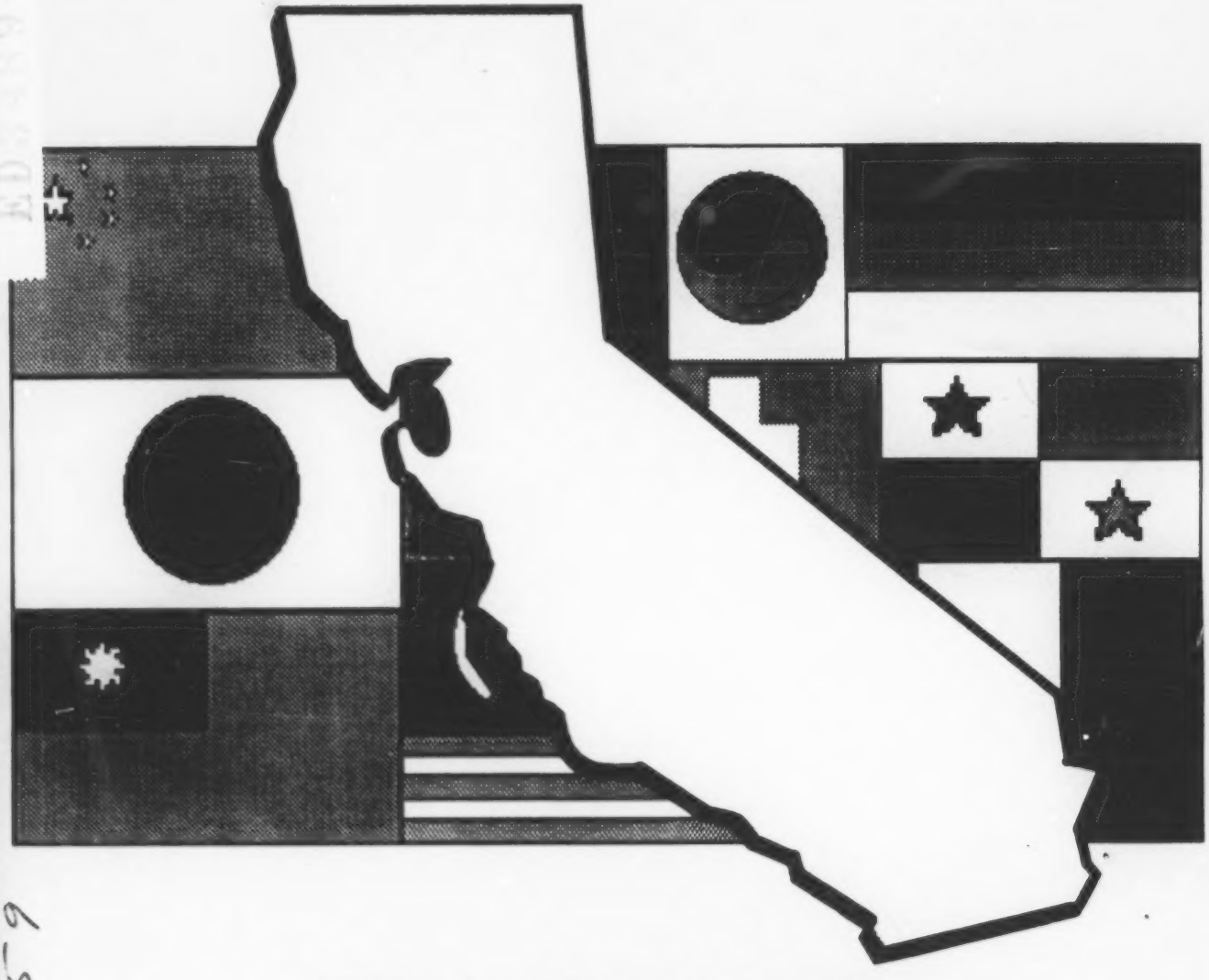
ED 348 922 HE 025 759

AUTHOR	Arena, Nancy J., Ed.
TITLE	Internationalizing Undergraduate Education: Highlights of a Systemwide Invitational Conference. (Long Beach, CA, November 19-21, 1986).
INSTITUTION	California State Univ., Long Beach. Office of the Chancellor.
PUB DATE	87
NOTE	40p.; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom.
AVAILABLE FROM	California State University Academic Publications Program, CSU Chancellor's Office, 400 Golden Shore, Suite 132, Long Beach, CA 90802 ($7).
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Cross Cultural Studies; *Curriculum Development; Educational Planning; *Global Approach; Higher Education; Institutional Mission; *International Education; Language Role; School Business Relationship; Student Development; *Undergraduate Study
IDENTIFIERS	California State University; *California State University Inst for Teach Learn; *College Teaching and Learning Collection

ABSTRACT

This report presents highlights of a conference designed to assist California State University campuses in efforts to internationalize their institutions. The conference addressed the following aspects of international education: introduction of appropriate international content and global awareness of the teaching-learning process; internationalization of an institution in its roles of teaching, research, and public service; generation of commitment and organization; better integration of the several international strands of an institution with the goal of maximizing the fulfillment of its international mission; more effective integration of foreign languages and international studies in the curriculum; methods of innovation and creation of cooperative partnerships with business and other major segments of the community; and meaningful contributions to the global education of school teachers and children before they reach postsecondary education. Transcripts of two presentations are presented: "Internationalizing Undergraduate Education and the National Interest" (Sven Groennings) and "The Role of Foreign Languages in Internationalizing Undergraduate Education" (Richard Brod). Appendices include the conference program, a participants list, and evaluation information. Contains a 74-item bibliography. (GLR)

ED 280922



Highlights of the Systemwide Invitational Conference

Internationalizing Undergraduate Education

California State University, Long Beach
November 19-21, 1986

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Major objectives of this initiative are as follows:

- increase awareness of the work of the CSU Institute for Teaching and Learning;
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- begin to build a subset of information on teaching and learning that supports *The National Teaching and Learning Forum (NTLF)*, ERIC/HE's newsletter;
- encourage use of the ERIC system by CSU/ITL member affiliates and the *NTLF* readership; and
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HIGHLIGHTS OF A SYSTEMWIDE INVITATIONAL CONFERENCE

INTERNATIONALIZING UNDERGRADUATE EDUCATION

Edited by: Nancy J. Arena

This publication was funded by the Academic Program Improvement Office, Office of the Chancellor, The California State University, 1987.

TABLE OF CONTENTS

Page

PREFACE 1
Maurice Harari

WELCOME 3
William E. Vandament

"INTERNATIONALIZING UNDERGRADUATE EDUCATION AND THE NATIONAL INTEREST" 5
Sven Groennings

"THE ROLE OF FOREIGN LANGUAGES IN INTERNATIONALIZING UNDERGRADUATE EDUCATION" 15
Richard Brod

CONFERENCE HIGHLIGHTS 21
Maurice Harari

APPENDICES

A. Conference Program 25

B. Participants List 31

C. Evaluation/Recommendations from the Conference Planning Committee 35

D. Bibliography on the Internationalization of Higher Education 37

PREFACE

In November 1986 a Systemwide Invitational Conference on Internationalizing Undergraduate Education was held at the California State University, Long Beach. Sponsored by Academic Program Improvement, Office of the Chancellor, the purpose of the Conference was to assist all 19 CSU campuses in efforts to internationalize their institutions.

Intense discussion occurred over a three-day period about key aspects of international education: introduction of appropriate international content and global awareness in the teaching-learning process; internationalization of a total institution in its triad role of teaching, research and public service; generation of commitment and organization; better integration of the several international strands of an institution with the goal of maximizing the fulfillment of its international mission; more effective integration of foreign languages and international studies in the curriculum; methods of innovation and creation of cooperative partnerships with business and other major segments of the community; and meaningful contributions to the global education of our school teachers and children long before they reach our universities.

A committee of five faculty and administrators (see Facing Page) helped plan and monitor the conference, and experts from different areas of the country were invited to participate as resource persons. Recommendations stemming from conference discussion and post-conference meetings were submitted to the Office of the Chancellor on February 13, 1987 (Appendix C).

Though not initially planned, the committee was urged by many participants and the Office of the Chancellor to produce a publication which would capture some of the Conference's key points. I am happy to accede to the request, with a plea for a high degree of tolerance as to the selectivity which I had to exercise in creating the product. Dr. Sven Groennings and Dr. Richard Brod, two of the main presenters, agreed to edit their papers and have them published, and the opening welcome by Dr. William E. Vandament is also reproduced. In addition, a number of conference highlights and a bibliography of about 75 titles have been included. The bibliography is not meant to be comprehensive.

In connection with all these efforts, I wish to express a special note of gratitude to all those who have helped so much at the Office of the Chancellor, the Conference Planning Committee, the participants themselves and my own colleagues at the Center for International Education who have worked hard in the administration of the Conference and the preparation of this document.

In conclusion, I am delighted to note that international education is experiencing a national resurgence. This is most encouraging and bodes well for the individual and collective efforts of institutions of higher education.

Maurice Harari, Dean
Center for International Education
The California State University, Long Beach

INTERNATIONALIZING UNDERGRADUATE EDUCATION

(by William E. Vandament)

Asked by a journalist what he admired most about the United States, Carlos Fuentes, contemporary novelist, long-time visiting professor in the U.S., and international cultural ambassador for his native Mexico, replied it was that "Americans understand themselves so well. The tragedy is they understand others so little."

American colleges and universities may justly claim a good share of the credit for helping us understand ourselves so well. They must also share the blame for our failure in postwar years to look beyond the nation's borders.

It is not my role tonight to recite the evidence for this failure. It attracts the attention of the popular media when the failure appears to be particularly blatant — as in the lack of any foreign service personnel able to understand Farsi on the American embassy staff in Teheran in the days prior to the takeover — or when it is extremely comical — as in General Motors' campaign to market the "Nova" in Latin America, an automobile signaling by its very name to all speakers of Spanish that "it doesn't run."

The growing dimensions of the problem and price the country is already paying for this failure have been described in a seemingly endless stream of studies beginning with the 1979 report of the President's Commission of Foreign Language and International Studies entitled, "Strength Through Wisdom: A Critique of U.S. Capability."

Another report, released just this past week by the American Association of State Colleges and Universities, *To Secure the Blessing of Liberty*, authored by Terrel Bell, devotes a major chapter to "American Higher Education in an Interdependent World." The panel studying state colleges, of which Chancellor Reynolds was a member, concluded:

> The realities of today's world make it essential that there be a strong international dimension to our educational system from grade school through graduate school . . . . The Commission believes that today's international environment confronts U.S. educators with a threefold challenge:
>
> First, to provide students with an international perspective that reflects the world as it is today in realistic social, political, cultural and economic terms;
>
> Second, to provide students with international communications skills . . . ;
>
> Third, to assist . . . in the resolution of international problems with the same commitment that educational institutions now address domestic issues. (Quoted from: *The Chronicle of Higher Education*, November 12, 1986, p. 35.)

Happily, my task here is not to add to the chorus of dire warnings, but rather to extend a formal welcome on the part of The California State University and Chancellor Ann Reynolds to you who have dedicated two days to the collective consideration of how we can more effectively prepare students to exercise leadership in an interdependent world and a multicultural society.

Most of the teachers in California's schools are graduates of CSU campuses. Moreover, it has been estimated that The California State University prepares up to ten percent of the *nation's* public school teachers. Clearly, our responsibilities to the communities in which our campuses are located, to the State of California, and to the country at large are enormous. I thank you for accepting the invitation to come here today.

A special acknowledgement of appreciation goes to Dr. Maurice Harari, Dean of the Center for International Education at Long Beach. Thank you, Dean Harari, for placing the wealth of your expertise in international education, your organizational expertise, and the resources of your office in the service of this conference. I look forward to the events of the next two days and to those that flow from it in months and years to follow.

INTERNATIONALIZING UNDERGRADUATE EDUCATION AND THE NATIONAL INTEREST

(by Sven Groennings)

Maurice Harari asked me to talk about internationalizing undergraduate education and the national interest. I will discuss this particular focus in the context of dealing with international education more broadly.

This subject has become a hot topic across the country. Since it exists in an evolutionary context, I would like to begin by sketching that evolution in a way that will provide framework, contrasts, and some explication of the causes of the current thrust toward the internationalization of the undergraduate curriculum. This keynote will be a somewhat wide-angle background review, but will also discuss the current work that I'm doing with the New England Board of Higher Education which involves planning, vision, and change at 40 of New England's colleges and universities.

Historically, the national interest in international education was only very intermittently discussed until post World War II. This was despite the fact that universities are naturally international institutions because they deal with the universe of phenomena, and theory and method transcend national boundaries. It is almost remarkable that we were not more international sooner. I remember that President Herbert Hoover, in his inaugural address, talked about the importance of international education. That was the first time this subject appeared in an inaugural address. Yet, of course, he had in mind no federal program to encourage its study.

Several factors have contributed to the internationalization of universities. I'll quickly tick them off without ranking their importance. First is the coming of the United States to world power status. The second is the changing of the agenda that we are now facing in the world. We are concerned with matters of resources, environment, food, satellitic communications, oceanic development, migration — a kind of agenda we didn't have 25 years ago and, incidentally, an agenda for which there are no single-country solutions. Third, we have received in this country literally millions of foreign students, creating a great international presence on our campuses. There has also been a great change in the size and number of our institutions, as AASCU institutions know very well. They've been among those, along with community colleges, which have grown most rapidly. We had 2 million students in this country in 1945; 5.5 million in 1965; more than 12 million in 1985. As the universities grew, it was possible for them to diversify their curricula and expand international course offerings.

There was also the matter of federal policy. First, there was the GI Bill, which was the key to growth, bringing millions of students to campuses. Second, only two years later, in 1946, the Fulbright Act was passed which was to utilize the proceeds from sales of military equipment left overseas to initiate a program for academic exchange. Across 40 years it has enabled more than 60,000 Americans, and more than twice as many foreigners, to study and teach in countries other than their own. Three years later the government began technical and development assistance programs which have involved more than 100 universities and many thousands of faculty members in work abroad.

These programs built international expertise and relationships; however, it was not common that they also built international studies per se. After the war, in the wake of decolonization, the creation of new countries, and the beginning of global political competition area studies and the accompanying foreign language expertise were pressing national needs. Various major foundations, especially the Ford Foundation, assisted in supporting the development of the needed capabilities across the country.

In parallel, beginning in 1958, first through Title VI of the National Defense Education Act and, since 1980, through the Higher Education Act, the federal government has helped to provide support for as many as 100 campus-based centers, most of which focused on world areas. While the federal government has contributed much less wherewithal than the universities, it has been a catalyst, providing prestige, the margin of excellence, and frequently the drawing power for other funding.

The Foreign Language and Area Studies Scholarship Program has supported the graduate education of more than 20,000 students across the years, most of whom are teaching in colleges and universities. Their presence on our campuses is utterly crucial for any internationalization of undergraduate curriculum. It would be difficult to do it without that critical mass of manpower. Across the years, also, there have been a couple of hundred awards to advance undergraduate education at a variety of institutions. In all these ways there has been help to the higher education community from the federal government. Meanwhile, foundations contributed more than half a billion dollars, funding which has greatly enhanced the international capabilities of American higher education, while at the same time enhancing the capabilities of the United States Government. A symbiotic relationship rose. The emphasis was on developing expertise in special programs, at the graduate level, at major universities.

The driving rationale was national security. If you look at the old legislation, you will see that the words "national security" are written into it. By the mid-1960's, when the area study programs were well established, the foundations largely left the field and moved their seed money elsewhere. In part they turned their attention to new priorities associated with Lyndon Johnson's "War on Poverty" and "The Great Society." And, with Vietnam, the international field lost popularity.

In the meantime, we began to experience the globalization of the economy. It has had a most profound effect on the rationale for international education; it was to change both the nature of the support for, and the developmental dynamics of, international education. The international dimension of American life grew vivid in all parts of the country, becoming more of an immediate and everyday reality because of economic change than because of issues of national security. Local stores stocked foreign goods. Doing American business increasingly meant doing business with the rest of the world. New technology brought the world into the living room and the stock market. One professional field after another developed an international dimension, from public health to architecture and agriculture.

Our CSU Provost this evening talked about the marketing lesson of Nova, "no va," meaning "it doesn't go" in Spanish. We learned a number of marketing lessons. We also learned from the Japanese who, when asked in what language they did their business, replied: "The language of my customer."

So, reflection on changed circumstances led to the conclusion that we needed new learning. The Congress, in the 1980 reauthorization of the Higher Education Act, moved NDEA VI to HEA VI in part to demonstrate that the international dimension is integral to higher education. The Congress, particularly Senator Javits, understood that the area studies programs it had previously promoted had been shaped before the era of global economic competition. Their social science and humanities faculties, however positively significant in other regards, lacked connection to the new international imperative. Largely at the initiative of Senator Javits and Senator Stafford, the Congress added Part B for international business to Title VI, hoping in part that the juxtaposition of foreign language and area study programs would spark some creativity. It was at this point in legislative history that corporate and local economic interest joined national security and academic interests in supporting this legislation which was enormously helpful to the academic community. There were then business interests to help make the case — such firms as Boeing Aircraft. However, the lack of connection between area studies programs and business programs has been a continuing condition.

Currently, the international field is undergoing a paradigm shift along three fundamental dimensions. First, its rationale is moving beyond the predominant emphasis upon national security toward a vigorous emphasis on economic change and international competitiveness, with increasing focus on the business curriculum. Second, the field is beginning to move away from heavy Washington dominance and toward additional centers such as Boston and Seattle, San Francisco and Los Angeles, Philadelphia and Atlanta. The focus in these cities is more heavily economic, that is, toward nationwide local interest alongside nation-state national interest.

Third, the international field is moving beyond the production of experts, whose supply will obviously continue to be essential to the United States' foreign policy capabilities, and toward general education for citizenship and all the professions. In contrast, the Fulbright Program focuses on expertise; technical

assistance programs have provided expertise to other countries; and area studies programs create expertise. The globalization of the American economy is moving educational concern beyond such professional levels into the general domain. Attention is shifting from graduate education to undergraduate education, and internationalization has become important, not only at the institutions educating toward expertise, but at higher education institutions much more generally.

At issue now is the approach to international education within general education. The evidence that it is the economic and accompanying technological developments that today are the new dynamic in international education is nationwide. It is economic concern and the relevance of higher education to international competitiveness that in the last year led the Southern Governors' Association to establish its Advisory Council on International Education and the Western Interstate Commission for Higher Education to work with the Western Governors' Association in addressing issues of international trade and to survey international programs at academic institutions in this context. There is, incidentally, a WICHE booklet indicating all of the other-than-major foreign languages taught at all institutions in the Western United States, including community colleges in California. That is an interesting compendium and can be easily obtained.

It is the international economic force that led the New England Board of Higher Education to undertake a project on the internationalization of the New England economy, to which there's a close link to high technology. Of course, the more we go into high tech the more international we become. There is also a close interest in New England in the internationalization of the service industries, which, like high tech industries, also loop back to higher education. The New England Board is looking at the implications of those developments for higher education, and I'll turn to that in a little bit. The broad point is that we have a kind of economic determinism now touching the international field, and it is also having its impact upon the patterns of innovation in international education, a subject which I had the privilege of working on while I was at FIPSE.

I wanted to make the case very broadly that there is a ubiquitous momentum for internationalization of curriculum. Ten years ago we weren't very interested in the business curriculum. When we talked about international education, we were talking about foreign languages, the humanities, and some of the social sciences — not about businesses. The business curriculum slowly but surely is incorporating international components almost everywhere. This is a very recent development. Curricula were established when the United States was much more insular than it is today and when international commerce was peripheral — when it was not so important to understand worldwide conditions and opportunities. Indeed, a decade ago the American Council on Education found that three-quarters of students completing business doctorates had taken no international courses at all — yet those students would constitute our future faculties.

It became understood that curricular development was lagging behind the development and the promise of international business as the value of United States exports began to approach a quarter trillion dollars annually. Our firms invested an equal amount abroad, and foreign investment in this country became significant in numerous communities. We imported half the oil we consumed; exported a third of our products; one manufacturing job in six was producing for export; and also our service industries became international.

We'll be looking closely into the banking and insurance industries in New England. It is remarkable how international they have become. American banks lend out about three hundred billion dollars abroad. As for the insurance business, it is now international in many aspects; indeed, if you don't have insurance, you don't have the prerequisite for the extension of export activity. Moreover, domestic transportation systems have become integral parts of the global market, so even this area is now affected. The management of major corporations also is affected; for example, thirty-five to forty percent of all of New England's trade is not with strangers, but within multinational corporations, the left hand trading with the right hand, in-house, because of the contracting of tasks to other countries. When we realize that we're trading with ourselves within the multinational corporate framework, we understand that there has been a change in management in today's society.

We have, in recent years, acquired vast and growing trade deficits. Yet only about 250 firms account for eighty percent of our exports. Export participation seems to the Congress and many business people

to be very weak, suggesting a lack of familiarity with markets and processes. The main way of becoming familiar with something in this world is called education, and we decided that it would be worthwhile to promote education, to promote familiarity, to promote a greater participation in export activity for the national interest.

The American Assembly of Collegiate Schools of Business, which sets accreditation standards, started to become an engine of reform, and it has developed a standard — its international standard for accreditation. The standard is very interesting because the first thing that happens when you set a standard is that all of the deans and everybody else scramble to try to find out, "How are we going to meet the standard?"

I think that it will be of interest to you people who are not in business schools to know that a new standard is coming also in teacher education, effective July '87, in the same dimension, so that you'll get schools of education with the same problem, also driven by the external factor of accreditation. The basic principle in business education, and it will be the same principle in teacher education, is that every student graduating with a degree in education or in business must have an international exposure.

In the business schools you could take the easy way out and say, "Well, you business students can go over to arts and sciences and take two courses." They're still letting people get away with that, but the intention is that it ought to be international content within the business schools. There are several strategies for doing that. To those of you who want to think strategically — administrators — you can put everybody through the introductory course; you can ask everybody to take the course in their major — be it finance, management, marketing, or whatever — or you can follow the modular infusion strategy toward inclusion in the coursework generally.

One of my findings in New England is that all of the area's business schools annually produce only two to four doctorates with specialization in international business, either at Harvard or at MIT's Sloan School or at the University of Massachusetts. We have faculty vacancies throughout the region. You couldn't take the expert route if you wanted to. Therefore, you have to have a modular infusion approach, and that means that you need a faculty training program. This, of course, creates another management problem.

For most business schools a modular infusion approach is the right one because, unless you have experts training people for specialized places like Chase Manhattan, you are probably training people to go into smaller communities and to do general business of which the international aspect is one part. Commonly you want a general curriculum with international infusion in order to meet the objectives and the needs of those people.

That's the kind of modular development that is going on; it's picking up pace, and AACSB is getting stronger and stronger on its programming in that direction. I've mentioned teacher education. I won't go into that in any great detail except to point out the content of one report, namely the Carnegie Forum Task Force on Teaching as a Profession. It struck me that the introductory framework bears the sub-title "A Changing World Economy" and something like 15 of the first 18 paragraphs focus mainly and illustratively on meeting competition from Asia. It struck me that that orientation is illuminating. We see the globalization from the economic side also having influence in other fields.

Foreign language, I believe, is one of those fields. Foreign language is undergoing a great resurgence, Asian languages in part, but also foreign languages more generally. You see enrollments going up at many institutions, and partly because this is what the students want. For example, two-thirds of the students taking foreign languages at Yale are not in courses to meet a requirement. They are in their second or third languages or taking courses beyond the general curricular requirement. There are a number of reasons why foreign language is coming back, and one of them is a requirement. But, there has also been a great growth of foreign languages for business purposes: Business Spanish, Business French, Business German. Sometimes it's the initiative of the foreign language department, as at Eastern Michigan University.

There has also been a great growth in the uses of technology. I cannot think of any field that has been more creative in the uses of technologies than the foreign languages: video cassettes, discs, narrow-cast

television, laboratories, interactive computer programs, satellitic communications. What are these all used for? They're used not for the old foreign language that we learned in the humanities in the library, but in order to communicate. The emphasis is upon communication, because this is our current environment.

We've also had a powerful movement coming out of the University of Pennsylvania, along with the American Council for the Teaching of Foreign Languages, toward oral proficiency testing. We have developed metrics for doing this and we are training people to administer the tests. I think that's part of the same sort of broad push that is related to the global economy. Where the thrust is coming from is what makes it so important to communicate.

We have here a new academic era responding to a changing environment, with the result, as Thomas Kuhn has said memorably about paradigm shifts, "The pieces are sorting themselves out and coming together in a new way." In 1986 I was lecturing at the University of Georgia, where I was a visiting professor of higher education the first half of the year, and I decided to advance a somewhat lighthearted borrowing from the fields of physics and geology; I have called this the tectonic plate theory of curricular change: the earth moves, the curriculum responds. I think that we're seeing signs of the tectonic plate theory all over the place today: tremors in many fields. At any rate, it seems to me that there are many different kinds of evidence for the notion that the economy is a driving force.

We are finding also, given this ubiquitous movement towards internationalization, that many institutions are now defining their educational mission to include international education. Indeed if you don't, you're at a great disadvantage in applying for funds for international activities because your requests appear peripheral to your mission and are not competitive almost by definition. Unless you define your mission to include an international education component you're at a disadvantage in applying for funding. I've seen this repeatedly.

We are now seeing new deanships, new directorships, new institutes, and new centers being created to provide greater coherence and greater thrust to programmatic developments which may involve business schools, colleges of arts and sciences, schools of education and law, journalism, agriculture, forestry. Indeed, the marine sciences, public health, medicine, architecture, and engineering are all involved. There's also a great increase in interinstitutional collaboration of various kinds.

But what are the causes of the strong push toward the internationalization of undergraduate education? There are four or five kinds of causes. It has been my thesis so far that the most deep-rooted is the economic change which has made the international local. But, there have also been a great number of reports, and I want to touch upon them. We usually think of the reports as being about undergraduate education, but that's only one of three kinds. Basically the reports on undergraduate education were driven by a concern that we were not getting the performance that we wanted. Two issues came forward: standards of performance and relevance of the content, which are the twin issues of quality. If you're only going for standards of performance, you can end up doing perfect Confucianism and knowing the irrelevant to perfection. You also have to have a curriculum that makes sense in terms of the modern world. The great majority of colleges and universities in the last two to three years have been reexamining their curriculum. I want to point out that every one of the reports on undergraduate education, when it has raised the question of what is relevant, has answered that the international component is part of the answer.

In its chapter on a minimum required curriculum, the Association of American Colleges report includes international and multicultural experiences and states that, at this moment in history, colleges are not being asked to produce village squires, but citizens of a shrinking world.

The NEH report declares as essential to college education an understanding of the development of Western civilization, which some would say is a slightly yesteryearish bias, as well as proficiency in a foreign language as an avenue into another culture, and familiarity with at least one non-Western culture or civilization. Of course we need to be familiar with Western civilization for reasons of intellectual and personal roots and to understand the evolution of democratic values.

The NIE report states that the best preparation for the future is an education that will enable students to adapt to a changing world and, among other abilities, "adaptation to change requires that one draw on history and on the experience of other cultures." Ernest Boyer's new book which is now going to press, *College: A Study of the Undergraduate Collegiate Experience*, conveys the same message: "One of the most urgent challenges, we believe, is to extend the campus beyond the borders of our nation and make connections to the wider world community."

A decade earlier Boyer, with Martin Kaplan, expressed the more wholesale idea of change needed in a little book, which is one of my favorites, called *Educating for Survival*. In this book they review the philosophy and structure of the college curriculum across two centuries. It pointed out that every core curriculum of the past has evolved in relation to our national development and has been guided by a vision of commonality. They proposed restructuring the curriculum in accord with the new global interrelations and interdependence. One brief excerpt will convey the thrust of the book: "The future must be part of the curriculum to be studied; if consideration of the past and present emphasizes American society's internal connectedness, looking ahead will underscore complex global relations."

Our Provost earlier this evening mentioned the AASCU report which Ted Bell helped put together. It was printed in full in the Chronicle of Higher Education a couple of weeks ago. Of all the reports, it is the most political and the most powerful in its advocacy of international education. It places its advocacy in the framework of international competition. I think those are important considerations.

In addition to the reports on undergraduate education, we have the reports on international competition. In the last three years there have been 17 reports on the international competitiveness of the American economy, a national problem. In general these have focused on tax and trade policy; on product innovation and the science and engineering requisites that loop back to higher education; and on human resource development in terms of worker retraining and overcoming illiteracy. The first 16 of these reports did not say much about knowing who the competition is, or about the value of international knowledge in technology transfer, or in marketing, or in investment, or in management — as though there were a great cultural blinder out there saying those issues weren't important. I think the Japanese know better. But the most recent of the reports, from the Business and Higher Education Forum, discusses these issues and highlights them in the margin: "Given the increased internationalization of the economy, colleges and universities are strongly encouraged to increase their teaching of international studies, including foreign languages and cultures." A few pages later, "Given the growing interdependence of the American and world economies, it is crucial that U.S. students and workers become more knowledgeable about other countries and cultures." Later again, "Colleges and universities must significantly strengthen their international studies courses: language, cultural, economic, political, and make them readily available to U.S. business executives as part of their own lifelong learning programs."

The reports on undergraduate education and international competitiveness follow three major examinations focusing on the state of international education on the nation's campuses. The first, from the American Council on Education, was a report called "Education for Global Interdependence." It's hard to date this, as ACE somehow thinks its pieces are all timeless, so they never date their publications. Well, I calculated 1975. That publication provided background on the exposure of American undergraduates to international perspectives and indicated that only three percent of the students were enrolled in courses focusing specifically on international events or foreign peoples and cultures. Right on the heels of that came the report of the President's Commission on Foreign Language and International Studies, producing two volumes and getting a lot of attention, perhaps most widely cited for its conclusion that Americans' incompetence in foreign languages is nothing short of "scandalous." This was broad in scope, covered all levels, and covered all kinds of programs. It was a major effort.

Never before in American higher education has there been such a rush of reports on higher education. Overall, I think that they have been constructive in stimulating discussion across the country, centering attention on how to improve undergraduate education, because they have focused on the development of skills. In addition, they have focused on the assessment of learning, which is also politically important to do, and on the relevance of the content, e.g., including an international dimension in every report.

The perspective of all these reports is national, and their objectives are general; the push for change is from the outside in and from the top down.

There was, however, one comprehensive and multifaceted report that focused entirely on the international dimension as seen from the campuses — the Council on Learning's Education and the World View Project. Its accomplishments were several. I would recommend to you the little booklets that came out at the time, because they are not entirely dated; there were five or six of them. Included was an assessment of the knowledge of freshmen and seniors about their world, a review of programs and strategies for advancing international learning, and a handbook presenting exemplary institutions. These were not process models, but they were clues to where to look to see what sorts of models were out there that might be useful to examine.

My train of thought is on the causes of internationalization. I mentioned first the economy, and second the rush of reports of three different types. Third of the causal factors is what I will call the "correlation of the living forces": leaders, students, and faculty. At a great number of institutions there has been a rise of leadership of people with international education. I think in many places this is coinciding with the rapid growth in the number of incoming and currently enrolled students who have traveled abroad and expect their educations to have an international component.

In parallel, the faculties have become more international in their orientation. At least as much as people in other walks of life, they have traveled, read about and discussed international events and circumstances. Growing numbers have studied abroad; growing numbers, given incremental change in the faculties, have studied with people who have had an international perspective.

To some extent I think we'll find across our campuses a kind of pecking order associated with international activities, simply because international opportunities increase with the level of faculty achievement. The greater the activities of a department, typically the more internationally oriented its faculty becomes. At one end of the spectrum, the major research universities have become pervasively international in perspective, in activity, and in their professional contacts. I think we've noticed in the last few years a great interest by faculty members in offering topical courses that are internationally focused.

On some campuses the international exposure of the younger faculty members has been considerably greater than that of the senior members. It is more frequently the younger people who are inclined toward a global perspective, moving attention beyond the traditional focus on Europe and, especially, Western Europe, and toward concentration on Asia. This befits a faculty generation who experienced the Vietnam War and for whom the opening of China and the emergence of Japan as a global economic power provide the prospect of new opportunities. Almost everywhere I have asked about the most acceptable and desired area of faculty development I have learned that, in addition to the acquisition of computer skills, faculty development in the international domain is foremost.

Indeed, many colleges and universities are utilizing overseas centers and federal contractual relationships as means of advancing the internationalization of their faculties. It is the changing vision of the faculties that is shaping the curricular debate. It is indeed the changing vision of the faculties that is responsible for the internationalization of the academic disciplines, which is also occurring at a very rapid pace.

So these are the causal factors. Economic change has transcended the old ideological extremes of advocacy for international education, one driven by concerns of national security, the other by humanitarian considerations. A variety of reports keep asking what kind of learning will be most important for the future. They keep answering that an international focus will be important.

My current project with the New England Board of Higher Education is directly pertinent. It involves examining the internationalization of the regional economy in trade, in investment and in tourism, while looking at the $300 million a year that foreign students spend in New England, looking at banking, looking at the insurance business, and linking competitiveness in the global economy to the functions of higher

education. I will be interviewing 40 academic institutions to see what is happening on the campuses and then making some recommendations.

Preliminary findings include the following patterns: First, at every institution so far, roughly 20, there is new activity along the international dimension, including wholesale planning activities at five. By wholesale activities I mean everything from examining curriculum, faculty development, the share of foreign students in the student body, and the integration of programmatic development within the mission statement of the institution — wholesale. These are occurring at institutions varying in size and type. Second, the creation of new centers, institutes, deanships and directorships is very common. I think that in the last month there have been four of these advertised in the Chronicle of Higher Education, and there are more coming.

Third, there is increased use of economic rationales for program development. There are new programs such as the one in International Finance at Brandeis, the new professorships of New England/Canadian Business at the University of Vermont and at the University of Maine, and the new program at MIT focusing on public policy and technology transfer in the Middle East.

Fourth, there is movement toward globalization and, especially, Asianization of perspective. Tufts, about three or four weeks ago, dropped Western Civilization — a course which about 600,000 Americans are taking across the country — and substituted Global History. We may see this happening and then witness backpedaling when the materials don't quite fit. But, I think it's a long-term movement, and with it we are seeing more Asianization. It's not only that a great number of Chinese are showing up; indeed, MIT is today one-fifth Asian; but we find that there is an enormous growth in enrollments in the Chinese and Japanese languages. At Brown this fall, Early Modern Japan took a larger enrollment than Early Modern England in the History Department. We are seeing this kind of thing all across the region, and I could give you example after example of this phenomenon. So, when we're talking about globalization I'm not finding a whole lot of Africa and Latin America slipping in. Maybe it's because New England only has six percent of its trade with Latin America, but basically globalization is a mask for Asianization, which is coming on phenomenally.

Incidentally, when the city of Boston several weeks ago looked for guarantees of its municipal bonds, four of the five bids were from foreign banking consortia. Three of the five were Japanese, and they finished first and second in the bids. So, it's even going into city government.

I've also found a growth in interinstitutional collaboration. I'll give you some examples: Bates, Colby, and Bowdoin offer four years of Chinese and Japanese by sharing faculties and doing it collaboratively. You'll find the same thing at Amherst through Five Colleges, Inc. There are other examples. Particularly, there is growth in student exchange programs dealing with non-Western areas where there's not the critical mass associated with any one campus, but rather interinstitutional collaboration in order to move particularly toward Asia. In this regard, incidentally, the growing number of Asian students is becoming a critical mass, reflecting the roots influence which we had with Western Europe before. There's starting to be a significant number of Asian-American participants in these exchange programs.

I've also found a refreshing openness to creativity and a search for models helpful in bringing about appropriate change. There is growing internationalization within the academic disciplines, and I would say not least in the field of history.

If we are interested in reform and undergraduate education on an international dimension, I suppose that the core course is the one non-American course in the field of history. The Tufts example is one of several. There's a roaring debate at Stanford, as you may know, which says that basically we developed the Western Civilization course in the period around World War I and between the World Wars, when our particular strategic focus was toward Europe. At that time we wanted a course which had a little bit of each European country with Copernicus and the Vikings thrown in, so that all ethnic groups would get a share. But now, say those who are on the other side of the debate, before long in California, the majority of our students will be minority, and we have more trade with Asia than we do with Europe. So, what do you do with the Western Civilization course? It's becoming an issue even in New England where the heavy

focus is Canada, Ireland, and Britain. In the West, the San Francisco Chronicle has just run a series on the Asian economy and its implications for California. This reflects a historic direction. The University of Hawaii now offers a doctorate in Global History. That implies a new historiography. It probably means more emphasis on groups and less on individuals, and a different kind of periodization.

As a political scientist, I shouldn't dwell on problems in the field of history. However, I'm working on a book on the internationalization of the academic disciplines. It occurs to me that history may be on the verge of having the same kinds of ugly battles that those of us who are political scientists and others went through with the behavioral revolution. There were turf wars. What's going on in history may become a lively thing to watch. Moreover, it is a crucially important field to look at for the development of the undergraduate curriculum.

From the standpoint of reforming undergraduate education, internationalization of the academic disciplines is crucial. In colleges and universities, intellectual reality is in the academic disciplines and through them we gain new knowledge. They are the building blocks of the curriculum. We can have all those reports, 17 of one kind and five of another and four of another, but basic changes in the curriculum do not occur just because there are reports. I think they do not occur until the disciplines are ready to implement them. We will see new perspectives in the curriculum only after we see new perspectives in the disciplines. Therefore, it's timely to have a close empirical look at the internationalization of the academic disciplines, because that's the real set of clues as to whether we are ready to implement anything that's in all of those reports. I believe that a great many of the fields are close to ready, and that this development is crucial as part of the maturing of international education.

I'd like to conclude with a perspective on change. During my years as director of FIPSE, I had plentiful occasion to reflect on processes and times of change, and I'll present a very simple dichotomy. On the one hand many recent changes have been driven from within the academy. Among them we see writing across the curriculum, the teaching of critical thinking, and the behavioral revolution of the social sciences. By and large these were things we did to ourselves in academia.

But on the other hand, many of the most far-reaching changes have been in response to developments largely beyond our institutions — to changes in society, which led to greater access to higher education, and to changes in the economy and technology, and in meeting national needs. Historically, this second kind of change has loomed large, for example, as we responded to the Industrial Revolution, to the returning veterans, to the demand for expanded access, and to the implications of Sputnik.

In this category we have the latest entry, which is international economic change. It causes us to reflect anew on entering a global age and on the general purpose of education, which is to prepare people for the world in which they will be living, in particular, preparing our undergraduates. As we look at their ages and project a little into the future, we'll see that they'll be barely more than age 30 as we go into the next century. I think that nothing is more predictable than the accelerating impact upon their lives of this accelerating internationalization. I don't think it's reversible. It is a long-term, fundamental trend with which we're going to have to deal. There is a growing expectation that it will be a mission of the curriculum to enlarge our students' understanding of the new international circumstances and peoples and cultures beyond our borders. It seems to me that the correlation of all these forces — namely, events, reports, leaders, students, and faculty — now indicate that the issue is now not whether to proceed but rather how we shall proceed.

Maurice Harari asked me to speak on internationalizing undergraduate education and the national interest. That term national interest is a real catch-in-the-throat. I've been around this subject for pretty close to a quarter of a century, and I would point out that we have long talked about national interest in the classical governmental sense in support of federal programs. We cited, for example, the need for foreign policy expertise or the importance of exchange to improve contacts and to improve upon the accuracy of mutual perception, as we know that misperception is one of the causes of conflict and war. Economic change creates both new opportunities and new vulnerabilities across the nation, requiring another kind of understanding. This circumstance reinforces the need for citizen education and creates a need to prepare people to participate competently in the global economy. What we need to understand by national interest, I think, is not only that we have nation-state interest, but also a nationwide interest. Thank you.

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THE ROLE OF FOREIGN LANGUAGES IN INTERNATIONALIZING UNDERGRADUATE EDUCATION

(by Richard Brod)

Throughout history, language teachers and interpreters have played a central role in human commerce. That this point has not been ignored even by the television networks became evident a few years ago during the broadcast of a series based on the novel *Shogun*. The central figure of the series is an English sea captain shipwrecked on the coast of Japan in about the year 1600. At a certain point in the story the warlord under whose control he comes decides that the Englishman must begin to learn Japanese. He is transported by ship under armed guard to a seaside village. Upon arrival, the captain of the guard barks an announcement which clearly has a terrifying effect upon the villagers who prostrate themselves before him. "What did he say?" asks the Englishman of his interpreter, and he is told: "You will be left here in the village to learn our language. It is the responsibility of all of the villagers to teach you. If after six months you have not learned the language, *they* will all be beheaded."

Certainly this story provides an interesting variation on the theme of professional accountability, but it also shows how unrealistic consumer expectations can be with respect to the levels of language competence that can be reached within fixed periods of time. Fortunately, the language teaching profession has begun to take steps to clarify and define realistic expectations, steps that we hope will forestall the possibility that future college and university administrators will choose to apply drastic remedies for what they perceive to be nonperformance by faculty.

As institutions begin to respond to the mandate to internationalize their undergraduate curricula, it is to be hoped that they will recall that foreign language study can and does play a significant, concrete, and definable role in the process. While there have been those who have doubted this premise in the past, I think it enjoys general acceptance today. For one thing, we can report that the current renascence in liberal arts and humanities studies that is being discussed in the national press and in higher education circles has encompassed foreign language study along with other disciplines. Nationally, college-level language enrollments have begun to rise again in the 1980s, after a decade-long decline. Specifically, they rose 4.5 percent overall between 1980 and 1983, with significant increases in Japanese, Russian, Chinese, Italian and French during that three-year period. And the situation seems also to be changing with respect to language requirements. According to the American Council on Education's *Campus Trends* reports for the years 1984 and 1986, the percentage of four-year institutions that had a full or partial foreign language graduation requirement rose from 48 percent two years ago to 63 percent in 1986. In some cases, admissions requirements are being restored for entire institutions or even entire state systems, such as those of Florida, Georgia, and Louisiana, as well as The California State University system. Similarly, the state systems of Kansas and Oregon have voted to implement exit requirements in foreign languages for their students, and many single-campus institutions have done the same.

Clearly the current resurgence in foreign language study can be linked with a number of other kinds of change in curriculum that are also being reported in *Campus Trends*: restoration of core curricula, revival of interest in liberal arts and humanities, and strengthening of international programs. And while no survey can capture the precise conditions and premises that lead to action in this curricular area, it seems reasonable to assume that whenever an institution sets out to develop the international aspects of its curriculum, foreign language study is likely to play a role. The nature of that role, however, is likely to vary considerably from campus to campus, as it should. Certainly it would be inappropriate to try to canonize or standardize the contribution of language study in any prescriptive way, but it might be useful to attempt to define it in broad terms.

I would argue that the mission of foreign language study is to contribute to the humanistic, nonquantifiable component of international studies, and that it can fulfill this mission because it provides information and insights about both the unity and the diversity of human language and culture. It teaches unity when it

reveals the basic principles of language, the psychology and sociology of language, and the way in which language — any language — functions; it teaches unity also when it introduces fundamental concepts of culture and the ways in which culture operates in human society. And it teaches diversity when it introduces a student to a specific language and culture and contrasts them with the student's home language and culture. And in doing this, moreover, it teaches that cultures are not all alike, and that some are not more equal than others.

Upon this basic concept, by the way, can be built an immense quantity and variety of content: intensive language instruction in speaking and listening, reading, writing, or a combination of skills; information on the historical or contemporary culture of a nation; material relating to specialized uses of a language, including occupational and preprofessional; and much more. And while the language skills that are taught are certainly useful and practical, they have an additional dimension: they provide an opening into the specific culture of a specific target language. Indeed it is this function, I believe, as much if not more than its function in teaching communicative skills, that gives foreign language study its place in general education.

And that in a sense is also part of the problem. To those of us who are called upon to organize and dispense language study in discrete, definable units, the very universality of language presents a formidable challenge. It is a little like asking a chemist to teach the properties of air and water. Even so, and with all due humility, it is appropriate for members of the language teaching profession to make an attempt to systematize and organize their approach to teaching language and culture as part of general education. While it is far from being an exact science, it should not simply be left to the best instincts of each individual faculty member flying solo in his or her classroom. Instead faculty need and deserve a flight plan, a clear list of learning objectives and a detailed syllabus for the teaching of language and culture in general education.

The task is formidable, not merely because of its size and complexity, but also because the concept of culture is both elusive and elastic, and its study draws on a wide range of social science and humanities disciplines. Still, the attempt must be made. Research studies exist, and good models for the teaching of culture exist as well, but, on the whole, language professionals do not seem to have had much interest or incentive for building on these sources and developing them systematically. Generally, they tend to leave decisions about the teaching of culture to the authors and publishers of textbooks. Needless to say, this situation is at best a mixed success, and the marketplace of materials has not always worked effectively as a marketplace of ideas.

My own view is that work on the study and teaching of culture ought to be one of the language teaching profession's three highest priorities. The other two are, first, the continuing effort to move toward a proficiency-based measure of achievement in language study and, second, the continuing national effort to improve communication and articulation between college and university faculty and secondary school teachers.

With respect to proficiency, we can report that the language teaching profession has made excellent progress during the last several years in the important activity of clarifying and defining what students know and can do with a foreign language at various stages during their course of study. The emphasis is on use or functional capacity, not merely familiarity or exposure. This basic shift in the theoretical and practical thinking of the profession has come to be known as the proficiency "movement." Its ultimate objective is to eliminate the largely useless "seat-time" definitions of language study — for example, "Student X has studied Portuguese for two years" — and replace them with functional definitions: for example, "Student X has studied Portuguese to the point where he or she 'is able to satisfy routine social demands and limited work requirements,'" to use a definition developed by the American Council on the Teaching of Foreign Languages (ACTFL); or "Student X can handle basic needs and find his or her way around in a Portuguese-speaking community"; or "he or she will be able to perform a work assignment using the language"; or the like.

Particularly in its application to speaking skills, the set of definitions that is now becoming current is based on those used by the Foreign Service and other federal agencies in grading and assigning their officers.

The centerpiece of the system is the oral interview test of functional proficiency in language. The test has now been adapted for use in examining students and in training and certifying language instructors in schools and colleges, a task that has been led by the American Council on the Teaching of Foreign Languages in cooperation with federal agencies, and aided by grants from the U.S. Department of Education and other sources. In the short space of about five years the system has already generated a significant body of research and writing and, furthermore, has begun to have positive impact upon curriculum, upon the ways in which language departments organize their instruction and define what they do within the larger educational context. Ultimately, the proficiency movement should lead to a significant improvement in morale, in accountability and efficiency, and in articulation between secondary school and college programs.

Naturally there are still a few hurdles to be overcome on the yellow brick road to success and happiness. First, the work of testing functional oral proficiency is labor-intensive and requires some investment of time and money for those wishing to be trained to administer the tests. Like other aspects of foreign language study, however, these goals can be achieved if the institution is willing to make a serious commitment to the effort. Second, the implications of the proficiency movement are not always immediately understood and accepted by all faculty and administrators who hear about it. Acceptance on the part of students is usually not a problem, but they too require some explanations and, as experience teaches, the process of clarifying anything may lead to new forms of mystification. Nevertheless, it seems clear that the advantages of the new approach far outweigh its disadvantages, and that it offers exciting opportunities as well as challenges. It should also be noted that language professionals in the state of California, including the CSU system, have been among the leaders in joining the proficiency movement, in disseminating and solidifying the effort, and in working on the formidable task of articulation between schools and colleges.

Here something needs to be said about what probably ought to be our central responsibility in higher education and somehow never is: education in the elementary and secondary schools. Again, my sense is that more is happening in California than in many other states in the areas of articulation, reform of teacher education, and improvement of working conditions for teachers and public attitudes toward the schools. Certainly it is an enormous agenda — so enormous that no one group or category of citizens can deal with it alone. Clearly it must be attacked by a coalition of groups and a wide range of constituencies. And, equally clearly, the higher education community ought to be at the center of the effort, since no other group possesses the intellectual depth, philosophical orientation, and managerial skills that can be found in the leadership echelons of higher education. Yet somehow it is not yet the highest item on the collective agenda of our college and university faculties.

Specifically, with reference to the internationalization of education, I believe that the way to internationalize programs in the colleges is to begin in the schools. To respond to a mandate for internationalization merely by adding on elective courses is to condemn those courses to perpetual status as a frill. And to regard internationalization as something to be restricted to college students, like "R" or "X"-rated films, is to deprive younger students of a basic opportunity. Clearly, if it is to be more than merely an add-on, and more than an adult pursuit, it must begin in the schools.

At this point those of us in higher education need to keep in mind that the continuing presence of foreign language study in the secondary schools — and a small but growing presence in the elementary schools as well — gives us a very important beachhead, a foundation on which we can build. Merely the difference in level of enrollments is instructive. Foreign language enrollments in higher education reached in their peak year, 1968, about a 1,040,000. Currently they amount to about 970,000. In public secondary schools, however, language enrollments reached nearly four million in the peak year of 1968, and amounted to three and a half million according to the most recent survey, taken in 1982. In the secondary schools, language enrollments are equal to about 22 percent of total public secondary school enrollment in any given year. Surely that is at least a beachhead.

And what can be done with that beachhead? In the area of curriculum there is evidence that the states and the local districts in many cases are already investing more heavily than ever before in the development of international programs in the schools. At the same time, the Council of Chief State School Officers

has issued some useful and well-focused recommendations in this area in their report, issued a year ago, entitled *International Dimensions of Education*. With respect to teachers, the Academic Alliances project founded by Claire Gaudiani of the University of Pennsylvania has had great success in bringing school and college faculty together in a mutually supportive way for regular functional discussion of issues of common concern. The project began with the foreign language discipline and has now been extended to include English, history, and other fields.

Over the long haul foreign language teachers in the schools will continue to be the best available agents of change in the task of internationalizing education at that level. They are, however, the kind of resource that will require care, feeding, and capital investment. It is to be hoped that college and university administrators with responsibility for international education will remember to make room in their planning for teacher education and outreach to teachers and try to remain aware of the kind of work teachers are doing and encourage it to continue. Certainly language teachers in the schools should be encouraged and assisted in their local and national efforts to collaborate with social studies teachers in building international programs. Certainly language teachers should also be asked to lend their support to efforts to revive the teaching of geography and of history other than American. But they need help in this work, and they need assurance that their efforts will be matched by equivalent efforts in higher education.

To the three priorities discussed above can be added some concrete recommendations that I believe follow directly from them. These in turn can be listed in seven groups, one for each day of the week. Specifically, I would suggest that educators who wish to become involved in the teaching of culture, proficiency-based teaching, and articulation between schools and colleges should arrange an action-packed week something like the following:

1. On *Monday*, each college or university should be requested to submit an action plan for articulation, defining how it will accommodate the various levels of proficiency achieved by entering freshmen, and how it will adapt its placement procedures and articulate with its feeder schools concerning matters of language placement.

2. On *Tuesday*, each college or university should be asked to submit an action plan for curricular revision, accompanied by a checklist of its current programs. To what levels of proficiency do language departments expect to bring their students after two or three years of instruction? To what levels can they bring majors? What course options are available? What provision can be made for individualized instruction? How is the study of culture integrated into the study of language? What uses are made of video and computers, and are these facilities accessible to all students? How are language students, both majors and nonmajors, counseled? How does catalog information reflect new approaches to language teaching?

3. On *Wednesday*, each college or university should be asked to submit an action plan for addressing the shortage of teachers, and for identifying and recruiting potential future teachers among their students and in the larger community.

4. On *Thursday*, each school district shall be asked to submit an action plan concerning access of elementary school children to FLES programs, exploratory programs, or other alternatives. Is the foreign language study program integrated with the school's language arts program?

5. On *Friday*, secondary schools will be asked to submit an action plan concerning linkages between foreign language study and language arts; between language study and history and geography; with international or global studies. Do the approaches and choices used in teaching language arts encourage or inhibit second language study? Do the approaches and choices used in teaching social studies encourage or inhibit second language study? How is the study of culture integrated with the study of language? What uses are made of video and computers, and are these facilities accessible to and used by all language students?

6. On *Saturday*, secondary schools will be asked to submit an action plan concerning administration of language programs and counseling of entering and continuing students. Are school counselors

adequately informed and adequately attuned to the needs of language students? What printed or audiovisual materials are necessary to give students accurate information concerning the goals and approaches of language study?

7. Finally, on *Sunday*, every school, college, and university should be asked to identify the tangible incentives by means of which it encourages and supports student achievement in language study. What prizes and awards are available? How are high-achieving students identified, rewarded, and publicized? How are their teachers rewarded? What connections are made with supportive parents, community leaders, nearby colleges, foreign countries? To what extent are overseas study and travel opportunities used as rewards? What additional rewards are needed? How does the institution plan to raise the funds to support additional rewards?

Admittedly, this is a fairly exhausting agenda, and it will be argued that Rome wasn't built in a week. Furthermore, most or all of these recommendations need to be discussed thoroughly (and widely) before they can be implemented, and I would agree to that process so long as implementation is not unduly delayed. Objection will also be raised that such activities are not normally performed on weekends, and that faculty, staff, and students are entitled to their day off. My answer is that I will be content if only the planning is accomplished on the weekend; the actual work may be deferred until the following Monday.

CONFERENCE HIGHLIGHTS

The ideas, findings and recommendations which follow are not meant to be a summary of a vibrant three-day conference, but represent, in my estimation, some of the major thrusts of the several presenters and/or of the discussions which ensued. Bearing in mind that numerous constraints have forced a high degree of selectivity, I offer my perception of the highlights of the "Invitational Conference on Internationalizing Undergraduate Education."

The clearest lesson to emerge from the conference is that "traditional distinctions between what is local, national and international have been largely obliterated" (Donald Gerth). The technological evolution has made the remote immediate and, in so doing, has compressed the pace of economic, political, social and cultural adjustment from generations into decades.

In the short period of time spanning the educational and professional careers of the majority of CSU faculty, the notion of what constitutes an adequate general education at any level has been redefined. Chad Alger described as an "epiphany" the moment he grasped the full consequences of this reality for all citizens of the land. "The local and the global are in fact mutually interdependent, but we have been taught — and we teach others — not to recognize it."

With what might well serve as a motto for the conference, Sven Groennings characterized American higher education's belated but accelerating response to these massive changes as a "paradigm shift." The rationale for encouraging international education stems increasingly less from concern for national security than from recognition of what is required for the United States to be internationally competitive. The focus in higher education is correspondingly expanding from preparing a small cadre of experts, primarily at the graduate level, to internationalizing the education for *all undergraduates.**

The scope of changes implied by this "paradigm shift," and the speed with which colleges and universities are being asked to implement them, pose numerous challenges to institutions of higher education. The resource specialists in their presentations, and conference participants in subsequent discussions, noted and explored numerous aspects of these new expectations. Some of the principles and problems that emerged in the exchanges are outlined below.

1. The climate for international education has improved largely because of the increasing realization that the economic interests of the United States and international competition in trade promote the value of international training. This view, eloquently articulated by Sven Groennings, was challenged during the discussions by conference participants who felt that, quite apart from the national security or economic interests, the resurgence of attention to what constitutes a quality liberal arts education was a principal cause for the growing premium put on international education.

2. Internationalizing an institution of higher education requires sustained consensus-building, commitment, organization, planning and exploration. Maurice Harari proposed a six-point plan geared to "institutionalizing the international dimension of a university." Nine different approaches to the curriculum, not necessarily mutually exclusive, were included. He stressed the value of interdisciplinary faculty seminars in cutting across departments and schools for the benefit of students and faculty alike and in generating new international, interdisciplinary courses.

3. Professional schools, by and large, lag seriously behind the national and professional need for internationalization. Part of the problem resides in the 'political turf' of general education requirements and insufficient communication/cooperation amongst those teaching in the liberal arts and those teaching in the professional schools.

*Full text of Sven Groenning's paper is reproduced in this publication.

4. Foreign languages can and should be considered as an integral part of international studies. This concept, and the changes the profession must embrace to make it feasible, was at the core of the paper by Richard Brod and the subject of contributions by Yvette Fallandy. Variations on this theme were heard from several conferees.**

5. It was often noted that higher education is missing a major opportunity by not working in partnership with the K-12 schools. Effective global education is far more likely to occur when school teachers can reach children during those crucial years before they enter college.

6. International (visa) and resident non-citizen students attending our universities provide a rich cultural mosaic with great potential to make a real contribution to the curriculum. Adele Juarez and Richard Sutter pointed to several recent trends and approaches, but it was generally agreed that the enormous resource represented by these students already in our midst has not been adequately tapped.

7. Communities around most CSU campuses provide another substantial resource base for the internationalization of the institution. Preston Stegenga gave numerous examples of university-community partnerships formed in the Sacramento area.

8. Communications' technology has enormous potential for bringing the world into the classroom. Paul Magnelia described a multi-disciplinary, multi-lingual simulation project that utilizes computer links via satellite to enable students from universities in several countries to work interactively on excercises modeled after real-world problems.

9. Area studies programs can be designed for the undergraduate level. Ernst Griffin illustrated how this has been accomplished at San Diego State University with emphasis on a multi-disciplinary rather than an interdisciplinary approach.

10. International linkages, the movement of students and faculty across national boundaries, is recognized as a primary source for enriching the international dimension of higher education. Nancy McDermid stressed the need to incorporate the benefits of this experience into campus programs and to ensure the relevance and the quality of the curriculum abroad. Enhancing the international expertise of the teaching faculty and integration of a foreign language component in academic programs were cited as particular problems.

11. Inter-institutional cooperation provides cost-effective avenues to internationalization. Carlos Haro illustrated the ways in which SOCCIS (Southern California Consortium for International Studies) has worked to reduce institutional barriers to more effective resource sharing.

12. The relevance of the international relations of everyday life to many of our traditional courses needs to be systemically examined and made explicit. For Chad Alger, one of the key challenges generally not met by American education at all levels is the meshing of international education with local community life.

13. Any university, irrespective of its location, history and composition of faculty and student body, has great potential for internationalizing itself. The case study of Western Kentucky University was offered by John Petersen who argued that international education not be allowed to become isolated on campus and that internationalization be viewed more as a process than as a product.

14. The university community as a whole, all departments and schools, share responsibility for preprofessional education. Noting its particular importance for the preparation of teachers, Willard Kniep advocated strongly that global education be incorporated in general education and the curricula of the entire institution. The mere addition of a couple of courses at the professional school level will

**Full text of Richard Brod's paper is reproduced in this publication.

not be effective. In this regard, he cited the statement of purpose of the accreditation policies, procedures and standards of the American Assembly of Collegiate Schools of Business:

> The purpose of the curriculum shall be to provide for a broad education, preparing the student for imaginative and responsible citizenship and leadership roles in business and society, domestic and worldwide. The curriculum shall be responsive to social, economic, and technological developments and shall reflect the application of evolving knowledge in economics and the behavioral and quantitative sciences.

15. Funding for international education will initially come through internal campus redirection. By concentrating on planning and implementing the foundations of their international programs, campuses enhance their chances of obtaining external funding. Central to the internal effort is the establishment of international education as one of the priorities of the institution. In seeking external support, campuses were strongly encouraged by Rose Hayden to look at the potential of local donors in addition to the oft-approached private national foundations. Richard Thompson identified the large spectrum of possible funding agencies within the federal government. Frank Young described the commitment of the Chancellor to support campus efforts through Academic Improvement planning and development grants.

16. Criteria for evaluating the progress of international studies on campuses are evolving as national consensus regarding the need for them grows. Richard Lambert outlined nine basic questions to which he is attempting to find answers as part of a national survey he is conducting under the auspices of the American Council on Education.

Conference Program

Introduction to the Invitational Conference on Internationalizing Undergraduate Education

Whether we look at the range of issues involved in internationalizing our society in the context of the meaning and content of a liberal arts education or for the purpose of responsible citizenship and everyday life, we seem to emerge with the same conclusion. As a nation and a people, we have never needed as critically as we do now a real understanding of the dynamics of other cultures and nations and the implications of interdependence. We are now irrevocably enmeshed on planet earth, socially, culturally, economically, politically, and the depletion of grassland, fisheries and other resources represents as major a long term threat to human survival as does the possibility of sudden nuclear devastation.

How to bring the appropriate international content and global awareness in the teaching-learning process in education is the object of this Conference. How to internationalize a total institution in its triad role of teaching, research and public service? How to generate commitment, organize and plan change? How to knit more closely together the several international strands, existing or potential, of an institution so as to maximize the fufillment of its international mission? What is the role of foreign languages in the undergraduate curriculum? How can international exchanges be conducted so as to assist the institutional internationalization process? How to innovate, create cooperative partnerships with business and other major segments of the community? How to make a lasting contribution to our school teachers and children at the K-12 level long before the latter even reach our institutions of higher learning? How to evaluate our progress in these endeavors?

These are some of the key questions which the participants in this Conference will address through sharing information and views with each other with the assistance and insights of several distinguished experts in international education. As institutions of higher learning probe anew what ought to be the meaning and content of the baccalaureate and how to integrate the undergraduate curriculum, the international dimension may offer a major opportunity to provide that integration while contributing significantly to disciplinary content. It is that dimension which is sought by many precisely because of the need to "universalize" disciplines as well as because there are probably no significant international issues affecting our world today which can be tackled otherwise than on an interdisciplinary basis.

I know that all the participants in this Invitational Conference will want to join me in extending to the CSU Chancellor and her staff our appreciation for initiating and supporting this three day event. The latter is obviously not an end in itself, but hopefully just the beginning of a landmark in the efforts of our participating universities to examine themselves, their missions and to engage in the serious planning and implementation of their international role and responsibilities.

Maurice Harari, November 1986
Conference Chairman

INVITATIONAL CONFERENCE ON INTERNATIONALIZING UNDERGRADUATE EDUCATION

California State University, Long Beach
November 19-21, 1986

WEDNESDAY, NOVEMBER 19

5:30 - 6:30 p.m.

Conference Registration at the Golden Sails Hotel
Seafarer Foyer

6:30 - 9:00 p.m.
Dinner Session
Seafarer Room
Introductory remarks: **Dr. William Vandament**
CSU Provost and Vice Chancellor, Academic Affairs

Internationalizing Undergraduate Education and the National Interest
Speaker: **Dr. Sven Groennings**, Senior Fellow, New England Board of Higher Education

THURSDAY, NOVEMBER 20

8:15 a.m. Shuttle Departure

Shuttle leaves from the main entrance of the Golden Sails Hotel and arrives at CSULB at the East Turn on East Campus Drive.

8:45 - 9:00 a.m.

CSULB Welcome and Logistics of Conference
Presidents Room
University Student Union

9:00 - 9:45 a.m.

Commitment, Planning, Process, Content, Organization
Chair: **Dr. Nancy McDermid**, Dean, School of Humanities, San Francisco State University
Presentor: **Dr. Maurice Harari**, Dean, Center for International Education, CSULB

10:00 a.m. - 12:15 p.m.

Case Studies and Discussion
Chair: **Dr. Yvette Fallandy**, Chair, Academic Senate CSU Task Force on International Aspects of Education in the CSU

International Simulation and the Curriculum
Presentor: **Professor Paul Magnelia**, California State University, Stanislaus

Undergraduate Area Studies
Presentor: **Professor Ernst Griffin**, Geography, San Diego State University

International Linkages
Presentor: **Dr. Nancy McDermid**, Dean, School of Humanities, San Francisco State University

Changing Trends in California State University International Movement of Students
Presentor: **Dr. Richard Sutter**, Assistant Director, International Programs, Office of the Chancellor

International Students and the Curriculum
Presentor: **Dr. Adele Juarez**, Coordinator, Office of International and Exchange Programs, California State University, Northridge

Use of Community Resources
Presentor: **Dr. Preston Stegenga**, Director, International Center, California State University, Sacramento

Inter-Institutional Cooperation
Presentor: **Dr. Carlos Haro**, Executive Officer, SOCCIS (Southern California Consortium on International Studies)

12:30 - 2:00 p.m.

Luncheon Session
Multi-purpose Room A
University Student Union

The Preparation of Students for the International Relations of Everday Life
Speaker: **Dr. Chadwick Alger**, Professor of Political Science and Public Policy, Ohio State University

2:15 - 3:30 p.m.
Presidents Room
University Student Union

A View from the Office of the Vice President for Academic Affairs
Chair: **Dr. Donald Gerth**, President, California State University, Sacramento
Presentor: **Dr. John Petersen**, Associate Vice President for Academic Affairs, Western Kentucky University

3:45 - 5:00 p.m.

The Role of Foreign Languages in Internationalizing Undergraduate Education

Chair: **Dr. Yvette Fallandy**, ASCSU Task Force on International Aspects of Education
Presentor: **Mr. Richard Brod**, Director of Special Projects, Modern Language Association

5:15 p.m. Shuttle Departure

Shuttle returns conferees to Golden Sails Hotel. Bus leaves at 5:15 p.m. from the East Turn on East Campus Drive. Those who are staying at the Golden Sails who do not take the bus will need to make their own transportation arrangements back to the hotel.

7:00 - 9:00 p.m.

Dinner at Golden Sails Hotel
Seafarer Room

(Tables will be assigned so that our special resource guests sit at different tables and so that representatives from the same institution do not sit together.)

FRIDAY, NOVEMBER 21

8:15 - 9:30 a.m.
Nautilus Room
Golden Sails Hotel

The Internationalization of Professional Schools
Chair: **Dr. Paul Magnelia**, California State University, Stanislaus
Presentor: **Dr. Willard Kniep**, Director of Special Programs, Global Perspectives in Education

9:45 - 10:45 a.m.

The Funding of International Education
Chair: **Dr. Preston Stegenga**, Director, International Center, California State University, Sacramento
Presentors: **Dr. Richard Thompson**, Associate Vice President, Graduate Studies, Research, International Programs, California State University, Northridge
Dr. Rose Hayden, President, National Council on Foreign Language and International Studies
Dr. Frank Young, Associate Dean, Academic Improvement, Office of the Chancellor

11:00 a.m. - 12:00 p.m.

Criteria for Evaluation of Undergraduate International Studies
Chair: **Dr. Paul Magnelia**, California State University, Stanislaus
Presentor: **Dr. Richard Lambert**, Professor of Sociology and South Asia Regional Studies, University of Pennsylvania

12:15 - 1:45 p.m.

Luncheon Session
Seafarer Room
Golden Sails Hotel

Some Overview Comments
Speaker: **Dr. Rose Hayden**, President, National Council on Foreign Language and International Studies

SPECIAL RESOURCE GUESTS

Chadwick F. Alger
Chadwick F. Alger, Mershon Professor of Political Science and Public Policy, The Ohio State University, Columbus, Ohio, received his Ph.D. in Political Science from Princeton University. He was Professor of Political Science at Northwestern University from 1957 to 1971 and has been at the Ohio State University since 1971. He is a former President of the International Studies Association and presently Secretary General of the International Peace Research Association. During a decade of fieldwork at the UN, in New York and Geneva, he published widely on the impact of the UN on intergovernmental communication, on intergovernmental decision-making and on the socialization of UN participants. Concerned about lack of interest and competence in international issues by average citizens in the U.S.A., he developed the famed Columbus in the World: The World in Columbus project.

Richard I. Brod
Director of Special Projects at the Modern Language Association, Mr. Brod received his B.A. and M.A. degrees in German Language and Literature at the University of Chicago and pursued his studies at the University of Munich and Yale University. His experience includes teaching at Brown, Yale, and New York University. At the Modern Language Association he was the Director, Association of Departments of Foreign Languages, and Editor, ADFL Bulletin, Director of Foreign Language Programs, Project Director, Foreign Language Research Surveys, 1970-71, 1972-73, 1974-76, 1977-78, 1980-81, 1982-83, 1983-84 and Project Director, MLA-ACLS Language Task Force Project, 1977-78 and Project Director, Conference on Graduate Education in the Foreign Language Fields, 1985 (NEH Grant). He published extensively in the area of foreign language issues and trends.

Sven Groennings
Dr. Groennings is a graduate of Stanford University and holds an M.A. degree from the Fletcher School of Law and Diplomacy. He earned his Ph.D. in Political Science at Stanford in 1962 after conducting his research in the Norwegian Parliament. He taught at Indiana University where in 1964 he won its Brown Derby Teaching Award as the University's most popular professor. He served for four years as Director of the Fund for the Improvement of Postsecondary Education (FIPSE) and was an appointee in five administrations in Washington, D.C. holding senior positions including that of Director of the Policy Planning Staff of the Bureau of European Affairs. He is the author or editor of three books: *The Study of Coalition Behavior* (1972), *Scandinavia in Social Science Literature* (1970), and *To Be a Congressman: The Promise and the Power* (1973). He is presently a Senior Fellow with the New England Board of Higher Education.

Rose L. Hayden
Since 1981 Dr. Hayden has been the President of the National Council on Foreign Language and International Studies. That Council was established in 1980 upon the recommendation of the President's Commission on Foreign Language and International Studies. The positions she held earlier included that of Staff Director, United States Government Exchanges Policy; Deputy Director, Latin America and the Carribean, Peace Corps and Associate Director of the International Division of the American Council on Education. She received her B.A. from Cornell, her M.A. from Columbia University and Ph.D. from Michigan State University. Her major fields of study are Political Science, Latin American Studies, Economics, Education and Romance Languages.

Willard M. Kniep
Dr. Kniep is currently on leave from the faculty in education at Arizona State University in order to engage in research and program development in global and international education at Global Perspectives in Education in New York City. He is the director of a three-year project, funded by the United States Agency for International Development and the Exxon Education Foundation, that is focused on internationalizing teacher education. He is also directing a project funded by the Danforth Foundation that is designed to support the efforts of local and regional organizations in developing school-based programs in global and international education. He received his B.A. degree from Concordia Teachers College and his M.A. and Ph.D. degrees from the University of Minnesota. His experience includes the development of a television course in economics education for teachers which has been nationally syndicated. He has also served at several universities as a consultant in the

internationalization of their teacher education curriculum.

Richard D. Lambert
Dr. Lambert is currently Professor of Sociology and South Asia Regional Studies at the University of Pennsylvania and is slated to become the Director of the newly established National Foreign Language Center at the Johns Hopkins School of Advanced International Studies in Washington, D. C. He taught for many years at the University of Pennsylvania where he also served at different times as Chair of the Department of South Asia Regional Studies, Dean of Instruction and Academic Planning, Faculty of Arts and Science, and Dean of the College of General Studies. Amongst his recent publications are *The Transformation of an Indian Labor Market: The Case of Pune* (Amsterdam: Benjamins, 1986; India: The Gokhale Institute of Economics and Politics, 1986) and *Beyond Growth: The Next Stage in Language and Area Studies* (A Report to the Association of American Universities, 1984).

John H. Petersen
Associate Vice President for Academic Affairs at Western Kentucky University, he received his B.A. from the University of Wisconsin, River Falls, the M.A. and Ph.D. in Political Science from the University of Pittsburgh with a Certificate in Latin American Studies. His experience includes many years of teaching at Western Kentucky University, the Directorship of International Programs and of the Latin American Language and Area Studies Center at that university and the role of Coordinator of a Project to Strengthen the International Dimensions of Undergraduate Education also at Western Kentucky University. He has published extensively in the field of Latin American Studies. He is the recipient of several fellowships and his teaching areas include Comparative Politics and Public Policy, Latin American Politics and International Relations, United States Foreign Policy, American Politics and Political Public Policy, Latin American Politics and International Relations, United States Foreign Policy, American Politics and Political Development.

CONFERENCE PLANNING COMMITTEE

Dr. Yvette Fallandy, Chair, Academic Senate CSU Task Force on International Aspects of Education in the CSU

Dr. Maurice Harari, Dean, Center for International Education, California State University, Long Beach

Dr. Nancy McDermid, Dean, School of Humanities, San Francisco State University

Professor Paul Magnelia, California State University, Stanislaus

Dr. Preston Stegenga, Director, International Center, California State University, Sacramento

Special thanks for their valuable support are paid to Karen Hay, Linda Levy, Barbara Roskell, Denysia P. Watilo and Marjorie Whitney--all of the Center for International Education.

California State University Conference
"Internationalizing Undergraduate Education"
Long Beach — November 19-21, 1986

List of Participants

California State College, Bakersfield

Fred H. Dorer, Vice President for Academic Affairs

Ray A. Geigle, Professor
Political Science

Harry Kelsey, Jr., Dean
School of Business & Public Administration

California State University, Chico

Dennis L. Hefner, Vice Provost
Office of the Provost

Julie Indvik, Associate Professor
Management

Robert Jackson, Director
Center for International Studies

California State University, Dominguez Hills

John A. Brownell, Vice President for Academic Affairs

Lyman Chaffee, Director
International Programs

Carol Lopilato, Associate Professor
Finance/Quantitative Management

California State University, Fresno

Manuel Figueroa, Coordinator
Chicano-Latino Studies Program

Peter J. Klassen, Dean
School of Social Sciences

Carol B. Munshower, Director
International Student Services & Programs

J. Leonard Salazar, Assistant Vice President for Academic Affairs

John R. Shields, Director of International Agricultural Programs
Agricultural Economics

G. "Bishu" Visweswaran, Professor
Social Work

California State University, Fullerton

Linda Andersen Fiala, Acting Assistant Vice President
Graduate and International Programs

Leon J. Gilbert, Coordinator of Student Academic Affairs
Humanities & Social Sciences

Jacqueline M. Kiraithe, Chair
Foreign Languages & Literature

Irene Lange, Professor
Marketing

Richard L. Wiseman, Professor
Intercultural Communication
Speech Communication

California State University, Hayward

Loretta Graziano, Associate Professor
Management Sciences

Leigh W. Mintz, Associate Vice President for Academic Affairs

Kenneth R. Rebman, Chair
Academic Senate, Mathematics & Computer Science

Humboldt State University

Lee D. Badgett, Dean
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John C. Hennessey, Acting Dean
College of Behavioral & Social Sciences

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California State University, Long Beach

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School of Social & Behavioral Sciences

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Maurice Harari, Dean
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Keith I. Polakoff, Associate Vice President for Academic Affairs

California State University, Los Angeles

Edward M. Goldberg, Professor
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Randall Lindsey, Chairperson
Administration, Counseling & Foundation

Juanita Mantovani, Dean
Undergraduate Studies
Academic Affairs

M. David Oh, Professor
International Business & Marketing

Fleur B. Yano, Professor
Physics and Astronomy

California State University, Northridge

Liucija Baskauskas, Chair
Department of Anthropology & Director, International Undergraduate Education

Adele H. Juarez, Coordinator
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Jerry Shaw, Professor
Psychology Department

Bob H. Suzuki, Vice President for Academic Affairs

Richard T. Thompson, Associate Vice President
Graduate Studies, Research, International Programs

California State Polytechnic University, Pomona

Don Castro, Dean
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School of Arts

Yolanda T. Moses, Dean
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Richard Vengroff, Director
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Louellyn Cohan, Professor
Government

Richard Kornweibel, Professor
Department of History & Coordinator of International Affairs Graduate Programs

Nobuaki Namiki, Lecturer
Department of Management

Preston Stegenga, Director
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Amer M. El-Ahraf, Associate Vice President for Academic Affairs

Lanny B. Fields, Lecturer
History Department

Jeanne Hogenson, International Student Advisor
International Student Services

Rauf Khan, Professor
Accounting & Finance Department

San Jose State University

Jeffrey A. Fadiman, Professor
Marketing/Quantitative Studies

Jack L. Nelson, Dean
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Arline Okerlund, Interim Academic Vice President

Randy Stross, Associate Professor
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James P. Walsh, Professor
History Department

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Dianne Long, Associate Professor
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Robert A. Lucas, Associate Vice President
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Richard Sutter, Assistant Director
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Frank W. Young, Associate Dean
Academic Program Improvement

Special Resource Guests

Chadwick Alger, Professor
Political Science/Public Policy
Political Science
Ohio State University

Richard Brod, Director
Special Projects
Modern Language Association

Sven Groennings, Senior Fellow
New England Board of Higher Education

Rose Hayden, President
National Council on Foreign Language & International Studies

Willard Kniep, Director of Special Programs
Global Perspectives in Education

Richard D. Lambert, Professor
University of Pennsylvania

John Petersen, Associate Vice President for Academic Affairs
Western Kentucky University

Other Guests

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Abbott and Associates

C. Ben Christensen, Professor
Spanish
San Diego State University

Julie B. Gordon, Principal Policy Analyst
Academic Planning
Academic Affairs Division
Office of the President
University of California

Donald Finn, Associate Professor
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Carlos M. Haro, Executive Officer
Southern California Consortium on International Studies
University of California, Los Angeles

John Lafky, Director
Center for Economic Education
California State University, Fullerton

Harriet Marsh, Dean
Warren College
University of California, San Diego

Appendix C

February 13, 1987

Evaluation/Recommendation Meeting of Planning Committee for Conference on Internationalizing Undergraduate Education

January 16, 1987

The meeting took place on January 16, 1987 at the San Francisco Airport Marriott Hotel. The entire Planning Committee was in attendance: Professor Yvette Fallandy (Sonoma State University), Professor Paul Magnelia (CSU, Stanislaus), Dean Nancy McDermid (San Francisco State University), Dr. Preston Stegenga (CSU, Sacramento), Dr. Frank Young (Chancellor's Office) and Dean Maurice Harari (Conference Chairman and CSULB).

The "mostly statistical" Evaluation Report already submitted to the Chancellor's Office and a bibliography of some titles prepared by Maurice Harari were distributed and the Committee focused on what specific recommendations to make to maximize the possible follow-up to the Conference. The following recommendations were agreed upon.

1. Sponsor a systemwide Conference geared specifically to the internationalization of the professional schools (particularly business, education and engineering) but organized in such a way as to also ensure the strong involvement of the faculty from the non-professional schools.

2. Promote a CSU foreign language graduation requirement based on demonstrated competence in one of the three traditional aspects of language (reading, speaking, writing) taught in the appropriate cultural context of that language.

3. Assist the top executive leadership of CSU campuses in planning and implementing the internationalization of their institution, including the curriculum. A locus of leadership and coordination seems to be necessary in most institutions which are desirous of moving systematically in internationalizing themselves.

4. Seek to place on Trustees' and Advisory Board's agendas the opportunities and challenges of internationalization of the institution.

5. Promote and assist faculty development in the international area (teaching, research and public service).

6. Promote internal assessment within the Chancellor's Office of the best ways and means through which the Chancellor's Office can assist the 19 campuses in their internationalization efforts.

7. Support simultaneously the strong interest currently existing in the business/education community in California with regard to the Pacific Rim countries as well as the efforts needed to internationalize undergraduate education on a broad and balanced basis without being geographic area-specific. These should be mutually supportive efforts which should have many areas of convergence when properly orchestrated in the curriculum and with the community in the development of the international role and ethos of the institution.

8. Explore the possible dissemination of the highlights of the November 1986 Conference on the Internationalization of the Undergraduate Education. (Subsequent to the Evaluation Meeting and at the request of Dr. Frank Young, Maurice Harari agreed to prepare a report for publication and dissemination by the Chancellor's Office.)

BEST COPY AVAILABLE

Appendix D

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*Compiled by Dr. Maurice Harari, Dean, Center for International Education, California State University, Long Beach (January 1987).

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